

## EDUCATIONAL IMPACT

*This category lists research papers that discuss the impact of SESAME STREET on reading, mathematical, and thinking skills, language acquisition, IQ, and school readiness.*

### Empirical Studies

Abbass, H. A. (1983). Evaluation of the TV programme IFTAH YA SIMSIM from the children's point of view. Unpublished doctoral dissertation, University of Wales, Aberystwyth, Wales.

*Evaluates the appeal and educational effectiveness of the Arabic version of SESAME STREET, IFTAH YA SIMSIM. Three hundred Iraqi viewers, ages 4 to 6, were interviewed.*

Abelson, B. (1977). Formative evaluation of SESAME STREET verbal blending segments. New York, NY: Children's Television Workshop.

*Investigates comprehension of verbal blending segments presented on SESAME STREET and THE ELECTRIC COMPANY. Subjects were tested on letter and word recognition before and after viewing verbal blending segments. Subjects were forty-two children, ages 4 to 5, from a New York day care center.*

Anderson, B. D., Greenberg, E., & Mark, J. (1979). The educational technology mix: Production functions from SESAME STREET. *Instructional Science*, 8(1), 67-69.

*Examines SESAME STREET's educational effectiveness as a function of viewing levels and socioeconomic variables. Reanalyzes existing data from 695 kindergarten-aged children of varying SES randomly selected from five U.S. areas.*

Australian Broadcasting Corporation. (undated). SESAME STREET: An ABC research interim report. Sydney: Author.

*Investigates the educational effectiveness of SESAME STREET as measured by performance on scholastic achievement tests (picture vocabulary; recognition of shapes, letters, and numbers; reading tests; arithmetic tasks; and counting). The subjects were 663 3- to 6-year-old Australian children most of whom were regular SESAME STREET viewers.*

Ball, L. A. (1974). Study of the effects of SESAME STREET and POLKA DOT DOOR on preschool children. Ontario, Canada: University of Guelph. (ERIC Document Reproduction Service No. ED 105 970).

*Investigates whether or not parents' attitudes and children's intelligence scores affect children's reactions to television programs. Compared the behavior of thirty-five preschoolers before and after the viewing of 2 half-hour programs of SESAME STREET and POLKA DOT DOOR. Parents attitudes toward the programs were gauged with questionnaires and subjects' intelligence was measured using the Peabody Picture Vocabulary Test.*

Ball, S., & Bogatz, G. A. (1970). Evaluating SESAME STREET. *Educational Television*, 2(5), 24-26.

*ETS review of its measurement of the effectiveness of SESAME STREET in meeting its primary educational goals. Reports study evaluating the impact of SESAME STREET on the learning and viewing behavior of 1,300 preschoolers. The preschoolers, ages 3 to 5, were from urban poverty areas in Massachusetts, North Carolina, Pennsylvania, Arizona, and California. Discusses research design and measurement instruments.*

- Ball, S., & Bogatz, G. A. (1970). The first year of SESAME STREET: An evaluation (Vol. III). Princeton, NJ: Educational Testing Service.  
*Evaluates SESAME STREET's first year to determine whether it accomplished its stated educational objectives. Subjects were 943 ethnically diverse, disadvantaged inner-city children, advantaged suburban children, rural children, and Spanish-speaking children. Also compared subjects viewing at home to those viewing in school under adult supervision.*
- Ball, S., & Bogatz, G. A. (1970). A summary of the major findings in "The First Year of SESAME STREET: An Evaluation". Princeton, NJ: Educational Testing Service. (ERIC Document Reproduction Service No. ED 122 799).  
*Summarizes the ETS evaluation of SESAME STREET's first year. For a related document, see Ball and Bogatz (1970), The first year of SESAME STREET: An evaluation.*
- Ball, S., & Bogatz, G. A. (1971). SESAME STREET summative research: Some implications for education and child development. Paper presented at the 79th Annual Meeting of the American Psychological Association, Washington, DC. Princeton, NJ: Educational Testing Service. (ERIC Document Reproduction Service No. ED 057 914).  
*Examines the implications of findings from ETS's first year evaluative study of SESAME STREET. For a related document, see Ball and Bogatz (1970), The first year of SESAME STREET: An evaluation.*
- Ball, S., & Bogatz, G. A. (1971). Summative research of SESAME STREET: Implications for the study of preschool-aged children. Princeton, NJ: Educational Testing Service. (ERIC Document Reproduction Service No. ED 053 197).  
*An analysis and description of the 1970 ETS summative research on SESAME STREET's first year to highlight those aspects of the research that were bases for generalizing about developmental research on preschoolers. Evaluates 66 goals of SESAME STREET, mostly involving symbolic representation and cognitive processes in terms of unintended as well as intended outcomes, and SESAME STREET's effectiveness for disparate groups of preschoolers.*
- Ball, S., & Bogatz, G. A. (1972). Research on SESAME STREET: Some implications for compensatory education. Paper presented at the Second Annual Blumberg Symposium in Early Childhood Education. Baltimore, MD: Johns Hopkins Press.  
*Evaluates the first two years of SESAME STREET and its effectiveness as compensatory education. Progress along 36 primary goals of the show as well as transfer effects, home background variables, parental attitudes, and socioeconomic factors were assessed. Over 1,300 preschool children were tested and many were observed as they viewed the show. Also compared subjects viewing at home to those viewing in school on measures of educational effect and tendency to view.*
- Ball, S., & Bogatz, G. A. (1972). Summative research of SESAME STREET: Implications for the study of preschool children. In E. D. Pick (Ed.), Proceedings of the Minnesota Symposia on Child Psychology (VI). Minneapolis, Minnesota: University of Minnesota Press.  
*Describes the first-year evaluation of the instructional effectiveness of SESAME STREET. Research strategies and techniques are reported, and comparisons are made between disadvantaged subjects and others.*

- Ball, S. & Bogatz, G. A. (1975).** Some thoughts on this secondary evaluation. In T. D. Cook, et al. (Eds.), SESAME STREET Revisited (pp.387-403). New York: Russell Sage Foundation.  
*Respornds to T.D. Cook's report on the educational effectiveness of SESAME STREET. Discusses findings of the first and second year ETS evaluation. For T. D. Cook citation, see Cook, et al. (1975) in the Literature Review section below.*
- Bogatz, G. A., & Ball, S. (1971).** The second year of SESAME STREET: A continuing evaluation (Vols. I & II). Princeton, NJ: Educational Testing Service. (ERIC Document Reproduction Service Nos. ED 122 800, ED 122 801).  
*Findings from a replication of the first-year ETS study and a second-year exploration of SESAME STREET's impact on extended, new goal areas. The follow-up study involved 283 disadvantaged children from the first-year evaluation. These children were from Winston-Salem, NC, and Los Angeles, CA. The second volume is a collection of data tables and figures from both studies.*
- Bogatz, G. A., & Ball, S. (1971).** A summary of the major findings in "The Second Year of SESAME STREET: A Continuing Evaluation". Princeton, NJ: Educational Testing Service. (ERIC Document Reproduction Service No. ED 122 802).  
*Discusses findings of a reanalysis of the data from a follow-up study to the first year ETS evaluation and a second year study which measured SESAME STREET's effectiveness in teaching basic facts and skills to 283 disadvantaged preschoolers.*
- Bogatz, G. A., & Ball, S. (1971).** Some things you've wanted to know about SESAME STREET. American Education, 7(3), 11-15.  
*Report of the ETS first and second year evaluation of SESAME STREET.*
- Bogatz, G. A., & Ball, S. (1972).** The impact of SESAME STREET on children's first school experiences. New York, NY: Children's Television Workshop. (ERIC Document Reproduction Service No. ED 124 103).  
*Assesses SESAME STREET's effects on school readiness and the impact of early viewing at home on the first year of school. Subjects were ninety-nine 3-to-5-year-olds and their parents from low-income areas in Los Angeles, California.*
- Brunner, C. (1978).** SESAME STREET pre-science curriculum report. New York, NY: Children's Television Workshop.  
*A report on pre-science programs in elementary schools and SESAME STREET's potential contribution to teaching pre-science. Surveyed fifteen K-2 teachers in Manhattan about the science curriculum.*
- Burke, W. A. (1977).** A study of the impact of SESAME STREET on reform in urban schools (Doctoral dissertation, University of Massachusetts). Dissertation Abstracts International, 38(02), 607A.  
*Examines reform efforts in a selected sample of big city school systems which have been planned or initiated in response to the reported successes of SESAME STREET. Forty-six big city school systems responded to a questionnaire developed to obtain information about demographics, student viewing patterns, in-school performance of SESAME STREET viewers and graduates, and the use of SESAME STREET as a model for school districts to develop programs and materials.*

**Carrico, M. A. (1971).** An assessment of the children's television program **SESAME STREET** in relation to the attainment of the program's goals by kindergarten children in the Sioux Falls, South Dakota public schools (Doctoral dissertation, University of South Dakota). Dissertation Abstracts International, 32(05), 2297A.

*Compares the goal attainment of kindergarten children who viewed SESAME STREET with the attainment of children who did not view the program. Eight elementary schools representing a socioeconomic cross-section of all areas of Sioux Falls were selected for the study. A pre-post test was administered to measure the effect of SESAME STREET relative to the attainment of specific behavioral goals by kindergarten children.*

**Children's Television Workshop. (1974).** Bilingual study. From: SESAME STREET research. To: SESAME STREET writers, producers. New York, NY: Author.

*Two-phase study that investigates the effectiveness of the Kermit/News Reporter format with bilingual children. Preschoolers were pre- and post-tested for familiarity with nursery rhymes and fairy tales used in Kermit segments.*

**Children's Television Workshop. (1978).** SESAME STREET bicultural study. New York, NY: Author.

*Assesses Spanish-speaking and English-speaking children's attitudes toward SESAME STREET material concerning biculturalism and presentation of the Spanish language on the program. Experimenters used group observation and stop-tape measures to assess attitudes and comprehension. Subjects were 108 4- and 5-year-olds from New York City day care centers.*

**Clarke, H. (1978).** Comprehensibility for SESAME STREET audiences of selected pre-reading segments from SESAME STREET and THE ELECTRIC COMPANY. New York, NY: Children's Television Workshop.

*Evaluates SESAME STREET's pre-reading curriculum for comprehensibility of letter sounds, sight words, and sight phrases to determine ways to tailor pre-reading segments to the target audience's needs and abilities. Subjects were 4- to 6-year-olds, ethnically diverse, from three day care centers in New York City. Pre-test and post-test comparisons were done for each pre-reading and reading segment.*

**Corder-Bolz, C. R., & O'Bryant, S. (1978).** Teacher vs. program. Journal of Communication, 28(1), 97-103.

*See p. 58 - VIEWING ENVIRONMENT.*

**Cosby, W. H. (1976).** An integration of the visual media via **FAT ALBERT AND THE COSBY KIDS** into the elementary school curriculum as a teaching aid and vehicle to achieve increased learning (Doctoral dissertation, University of Massachusetts). Dissertation Abstracts International, 37(09), 5557A.

*Examines the failure of urban schools to meet the educational needs of minority children and the potential of television as a tool for educational change. Three television series, SESAME STREET, THE ELECTRIC COMPANY, and FAT ALBERT AND THE COSBY KIDS, were analyzed for their attempts to combat institutional racism.*

**Darnell, C. D., & Goodwin, W. L. (1975, August).** The kindergarten child 1971 or the class of 1984. Paper presented at the 83rd Annual Meeting of the American Psychological Association, Chicago, Illinois. (ERIC Document Reproduction Service No. ED 116 816).

*This longitudinal study describes kindergartners' abilities, evaluates the effect of teacher expectations on kindergarten performance, and explores the predictive validity of kindergarten performance for later reading ability. The academic performances of 450 kindergartners from the Denver Metropolitan area were monitored through the end of*

*3rd grade, at which point only 122 children remained in the sample. Correlated SESAME STREET viewing with performance on school-related tasks.*

**Davis, R. T. (1971).** The impact of SESAME STREET on selected first grade teachers in Indiana (Doctoral dissertation, Indiana University), *Dissertation Abstracts International*, 32(08), 4463.

*Examines the impact of SESAME STREET on first grade teachers in facilitating reading readiness achievement for their first graders. Survey questionnaires and telephone interviews were conducted with a sample of one hundred and twenty-five first grade teachers.*

**Dennis, R. W. (1976).** An analysis of class-inclusion segments from SESAME STREET. Lawrence: University of Kansas.

*Investigates preschoolers' comprehension of SESAME STREET's classification and sorting segments. Children were tested on classification and sorting tasks after viewing. Subjects were ninety-five 3- to 6-year-olds from an urban day care center.*

**Dennis, R. W. (1982).** Prompting viewer interaction with televised instruction (Doctoral dissertation, University of Kansas). *Dissertation Abstracts International*, 43(09), 2861A.

*Examines children's classification skills in relation to televised instruction. Created an interactive learning situation for SESAME STREET viewers. Subjects were 94 low SES preschoolers from three day care centers in the midwest.*

**Diaz-Guerrero, R. (1971).** Interpretive report: The first PLAZA SESAMO research study. Mexico City: National University of Mexico, Centro de Investigaciones Psicopedagogicas.

*Assesses achievement in 150 3- to 5-year-old Mexican children before and after viewing PLAZA SESAMO, the Mexican version of SESAME STREET. Four ETS achievement tests were used in the following areas: 1) symbol representation, 2) cognitive organization and relational components, 3) reasoning and problem-solving, and 4) recognition and labeling of body parts and emotions.*

**Diaz-Guerrero, R. (1973).** An evaluation of the first season of PLAZA SESAMO, an educational television program for preschool children in Mexico. Mexico City: National University of Mexico, Centro de Investigaciones Psicopedagogicas.

*Evaluates the educational effectiveness of PLAZA SESAMO. Subjects were 221 Mexican urban children, ages 3 to 5, from three different low SES day care centers. The children were divided into experimental (watched SESAME STREET) and control groups (watched non-educational TV), and were pre- and post-tested on content achievement, cognitive content, and independent cognitive measures.*

**Diaz-Guerrero, R. (1973).** Educational television for preschool children in Mexico: A systematic and experimental summative study of PLAZA SESAMO. Mexico City: National University of Mexico, Centro de Investigaciones Psicopedagogicas.

*National summative study that produced an audience profile in critical regions of Mexico to determine the feasibility of a quasi-experimental design. Children were measured repeatedly at three stages: 1-prior to exposure to PLAZA SESAMO, 2-midstream, and 3-after completion of PLAZA SESAMO. Subjects were 216 children, ages 3-5, low SES in day care centers.*

- Diaz-Guerrero, R., & Holtzman, W. H. (1974).** Learning from televised PLAZA SESAMO. Journal of Educational Psychology, 66(5), 632-643.  
*Evaluates the educational effectiveness of PLAZA SESAMO during its first season in Mexico City. Subjects were 221 Mexican urban children, ages 3-5, from three different low SES day care centers. They were randomly assigned to an experimental group or a control group. The experimental group watched 130 PLAZA SESAMO programs over 6 months and the control group watched non-educational programming. Nine achievement tests which measured general knowledge, numbers, letters, and words as taught by the program, were administered pre-, during, and post-telecast.*
- Diaz-Guerrero, R., Reyes-Lagunes, I., Witzke, D. B., & Holtzman, W. H. (1976).** PLAZA SESAMO in Mexico: An Evaluation. Journal of Communication, 26(2), 145-154.  
*Reports findings from a two-part study of the impact of PLAZA SESAMO upon learning. See Diaz-Guerrero (1973) and Diaz-Guerrero & Holtzman (1974) above for a discussion of the first part. The second part was a much larger field study (n=738) replicating the first part conducted in 1974.*
- Dover, A., & Glazer, S. (1976).** The acquisition of French as a second language via SESAME STREET. McGill University, Montreal.  
*[Annotation not available].*
- Ellis, E. N., Reid, M. J., & Hoen, R. (1972).** The impact of SESAME STREET on primary pupils in Vancouver (RR-72-16). Vancouver, British Columbia: Department of Planning and Evaluation. (ERIC Document Reproduction Service No. ED 077 988).  
*This observational study assesses the educational impact of SESAME STREET and THE ELECTRIC COMPANY on 2,300 primary school students. A questionnaire was also administered to measure the percentage and frequency of viewing of these programs.*
- Field, D. E. (1987).** Child and parent co-viewing of television: Its extent and its relationship to cognitive performance (Doctoral dissertation, University of Massachusetts). Dissertation Abstracts International, 48(09), 2799B.  
*See p. 58 - VIEWING ENVIRONMENT.*
- Filep, R. T., Miller, G. R., & Gillette, P. T. (1971).** The SESAME mother project. Final report. El Segundo, CA: Institute for Educational Development.  
*See p. 58 - VIEWING ENVIRONMENT.*
- Flagg, B. N., Allen, B. D., Geer, A. H., & Scinto, L. F. (1976).** Children's visual responses to SESAME STREET. Washington, DC: Office of Education (DHEW).  
*See p. 39 - ATTENTION, COMPREHENSION, AND MEMORY.*
- Flagg, B. N., Housen, A., & Lesser, S. (1978).** Pre-reading and pre-science on SESAME STREET. Chicago, IL: Spencer Foundation.  
*See p. 39 - ATTENTION, COMPREHENSION, AND MEMORY.*
- Flores, B. (1974).** The observation and testing report on the SESAME STREET program. Los Angeles: California University Chicano Studies Center. (ERIC Document Reproduction Service No. ED 126 864).  
*Examines SESAME STREET's cultural content with regard to Chicano children and reports an observational study of Chicano children's reactions to the presentation of Spanish segments on SESAME STREET. Nineteen Chicano preschoolers were given pre- and post-tests to determine the impact of the show on shape, number, and letter recognition, classification, and number recitation skills.*

- Gadberry, S. (1980).** Effects of restricting first-graders' TV-viewing on leisure time use, IQ change, and cognitive style. Journal of Applied Developmental Psychology, 1, 45-57. *Examines the effects of limiting television on children's Wechsler IQ scales, cognitive style (reflectivity versus impulsivity), and leisure time use. Subjects were middle-class six-year-olds matched for sex, age, pretest IQ, and TV viewing time. They were blindly assigned to a restricted TV-viewing group or an unrestricted group.*
- Garfinkel, R. (1976).** Fallout from SESAME STREET: Effects on intelligence testing, Phase 1. New York, NY: Children's Television Workshop. *Investigates the change in difficulty of individual Stanford-Binet questions for 1937 preschoolers versus 1972 preschoolers. Examined the relationship between SESAME STREET's curriculum goals and the types of questions on which preschoolers had improved. Asked 11 CTW raters to rate the individual Stanford-Binet questions according to how much easier the items would be for a child to answer correctly if he/she had exposure to SESAME STREET. See Garfinkel & Thorndike (1976) and Thorndike (1977) below for related documents.*
- Garfinkel, R., & Thorndike, R. L. (1976).** Binet item difficulty then and now. Child Development, 47, 959-965. *Compares scores on the Stanford-Binet Intelligence Scale Form L-M from a 1937 sample with a 1972 sample in an effort to determine whether individual items on the scale have maintained similar difficulty levels and discrimination indices over time. The age range in both samples is 2 to 18 years of age.*
- Gentilcore, E. M. (1980).** Developmental aspects and effects of variables on prekindergarten, kindergarten, and first grade letter recognition and discrimination skills (Doctoral dissertation, Hofstra University). Dissertation Abstracts International, 40(10), 5384A. *Analyzes the recorded performance of 250 prekindergarteners, kindergartners, and first graders on letter matching, naming, and dictation tasks. Also investigates the effect of sex, educational level, I.Q., nursery school experience, library card possession, and watching SESAME STREET on performance.*
- Greenfield, P. M. (1984).** Using television to overcome educational disadvantage. In J. P. Murray, & G. Salomon (Eds.), The future of children's television (pp. 81-86). Boys Town, NE: Boys Town. *Investigates the educational impact of television on the disadvantaged. Subjects watched an animated narrated story on TV. At a later time, subjects heard another story presented via a tape recorder. After each story, they were tested for comprehension and memory. Subjects were 6 to 10 years old, from four different SES groups.*
- Hansra, B. S. (1978).** Applying an observational instructional analysis system to SESAME STREET--an exploratory study (Doctoral dissertation, Ohio State University). Dissertation Abstracts International, 39(04), 2030A. *Identifies and describes instructional behavior patterns in SESAME STREET. Five consecutive programs from June 6, 1977 to June 10, 1977 were analyzed using the Observational System for Instructional Analysis (OSIA).*
- Harty, K. F. (1975).** A comparative analysis of children who enter kindergarten reading and children of the same age who require additional readiness for reading (Doctoral dissertation, University of Wisconsin). Dissertation Abstracts International, 36(10), 6458A. *Compares the characteristics of kindergarten readers with those of children who entered kindergarten but could not read. Examined the following areas: language development, auditory discrimination, teachers' perceptions, socioeconomic level, frequency of parent*

*reading to child, age when child first watched SESAME STREET, attendance at preschool, and visits to the public library.*

**Hayes, L. (1976). Reevaluation of SESAME STREET's curriculum. New York, NY: Children's Television Workshop.**

*Examines the extent to which preschoolers viewing SESAME STREET's 7th season curriculum differ from their first and second season counterparts. Compared results from emotions and divergent thinking pre- and post-tests. Subjects were 30 children, ages 3 to 5.*

**Hodapp, T., & O'Bryan, K. (1975). Report on the children's viewing strategies of problem-solving television segments. Ontario, Canada: Ontario Institute for Studies in Education.**

*Examines children's attention to and comprehension of various problem-solving, classification, concept development, and affect segments of SESAME STREET. Eye movement patterns of 89 suburban Toronto children, ages 5 to 6, were recorded.*

**Independent Television Authority. (1972). Reactions to SESAME STREET in Britain, 1971 (Part 1). London, England: Author.**

*Reports the views of parents and children, and the opinions of experts in Great Britain regarding SESAME STREET.*

**Jaglom, L. M., Fagre, A., & Wilder, P. G. (1980). Preschoolers' classification of the television world. Cambridge, MA: Harvard University, Harvard Project Zero. (ERIC Document Reproduction Service No. ED 192 417).**

*Findings of a 3-year longitudinal study examining the development of categories children establish to classify programs and preschool children's understanding of the relationship between various types of TV programs within the TV world. Subjects were three 3- to 5- year-olds. Their ability to differentiate between adult-perceived categories of TV programs was studied. SESAME STREET was included because many children's first attempts at classification revolve around identification of SESAME STREET segments.*

**Katz, B. M. (1976). Report of formative research on the SESAME STREET rhyming curriculum. New York, NY: Children's Television Workshop.**

*Formative study of the effectiveness of 15 different segments of the SESAME STREET rhyming curriculum. Thirty-eight children, ages 4 to 6, were tested before and after exposure to SESAME STREET on their rhyming skills.*

**Landes, S. R. (1972). Abbreviated version of the 1971-72 final evaluation report. Preschool for Urban Children Project. Princeton, NJ: Educational Testing Service. (ERIC Document Reproduction Service No. ED 071 748).**

*See p.58 - VIEWING ENVIRONMENT.*

**Lemercier, K. I., & Teasdale, G. R. (1973). SESAME STREET: Some effects of a television programme on the cognitive skills of young children from lower SES backgrounds. Australian Psychologist, 8(1), 47-51.**

*Provides preliminary data on the effectiveness of SESAME STREET in Australia. Examined the relationship between performance on tests of cognitive achievement and level of viewing. Subjects were 67 children from low SES areas of Adelaide. Used six testing instruments developed by ETS: the letters test, numbers test, sorting skills test, relations test, classification of pictures, and parts-of-a-whole test.*



- Lemish, D. (1984). The "pampered" SESAME STREET viewer. Lawrence: University of Kansas, Department of Human Development.  
*See p.53 - VIEWING PATTERNS.*
- Lemish, D. (1987). Viewers in Diapers: The Early Development of Television Viewing. In Thomas R. Lindlof (Ed.), Natural Audiences: Qualitative Research of Media Uses and Effects. Norwood, New Jersey: Ablex Publishing Corporation.  
*See p.53 VIEWING PATTERNS.*
- Lemish, D., & Rice, M. L. (1986). Television as a talking picture book: A prop for language acquisition. Journal of Children's Language, 13, 251-274.  
*Reports a longitudinal observational study of young children's behavior while viewing television in their own home over a time when the children were actively involved in the process of language acquisition. Subjects were 8 females and 8 males, ages 6 months to 2.5 years at the beginning of the study, and ages 1 to 3 at the end of the study.*
- Lewis, R. F. (1983). Using Canadian SESAME STREET segments in elementary classrooms to teach French. Programmed Learning and Educational Technology, 20(3), 190-196. (ERIC Document Reproduction Service No. EJ 288 498).  
*Analyzes a Canadian research project which examines whether 149 elementary school children (K-6) would learn French vocabulary presented in CBC SESAME STREET segments, and whether teacher interest existed to create their own programs from the available segments.*
- Long, L. M. (1973). SESAME STREET: A space age approach to education for space age children (Doctoral dissertation, University of Massachusetts). Dissertation Abstracts, 34(10), 6263A.  
*Examines SESAME STREET as a model for educating children sooner and with a modern technology, and for combatting educational racism.*
- Lotfipour, S. (1977). The effectiveness of SESAME STREET on preschool foreign children in Ames (Doctoral dissertation, Iowa State University). Dissertation Abstracts International, 38(07), 3886A.  
*[Annotation not available].*
- Lukoff, J. (1972). Recall and recognition of letters and numbers of children in two day care centers. New York, NY: Children's Television Workshop.  
*Provides normative data on the abilities of 4-year-olds regarding the specific SESAME STREET goals of learning letters and numbers. Compares the findings from children in two day care centers, one that regularly viewed SESAME STREET, and one that did not. Tests of letter, number-matching, recall, and recognition were used.*
- Marks, J. G. (1973). The use of task analytic procedures for evaluating the comprehensibility of televised messages: "Fargo North" of THE ELECTRIC COMPANY and "Sherlock Hemlock" of SESAME STREET. New York, NY: Children's Television Workshop.  
*A pilot study that explores the use of the task analytic method for measuring comprehensibility. The task analytic method uses performance on problem-solving tasks as a measure of comprehension. Subjects were 20 randomly selected third and fourth grade students from a Harlem school district.*

- Miller, J., & Skvarcius, R. (1970). Does SESAME STREET teach? New York, NY: Children's Television Workshop.

*A pre-test/post-test experimental study of viewers and nonviewers. Assesses whether preschool children learn as a direct result of watching the program. Measures used were the Peabody Picture Vocabulary Test and a content battery developed by ETS. Subjects were 200 preschool black and white children, ages 4 to 5, in day care centers in Maine, New York, and Tennessee. After being administered an extensive battery of pre-tests, subjects were divided into groups of viewers and nonviewers. At the end of three months of program viewing, the subjects were retested.*

- Minton, J. H. (1972). The Impact of SESAME STREET on reading readiness of kindergarten children (Doctoral dissertation, Fordham University). Dissertation Abstracts International, 33(07), 3396.

*Investigates the effects of SESAME STREET's first season (1969-1970) on school readiness in a socioeconomically diverse pool of 524 urban kindergartners. Compared their scores on the Metropolitan Readiness Test with scores from 977 kindergarten children from 1968-1969, the year preceding SESAME STREET's first season.*

- Minton, J. H. (1975). The impact of SESAME STREET on readiness. Sociology of Education, 48(2), 141-151.

*See Minton (1972) above.*

- Mintzberg, E. (1973). The educational effect of SESAME STREET on children in Israel. Jerusalem: The Hebrew University.

*Explores Israeli children's contact with SESAME STREET as a teaching medium and examines how various facets of the learning process, characteristics of the medium, personality of the learner, and the multiple interactions between these factors influence the effectiveness of SESAME STREET. Subjects were 125 disadvantaged and 192 advantaged children, ages 5 to 8. The use of encouragement was a major treatment variable in this pre- and post-test study design.*

- Moholy, D. R. (1974). Acquisition of syntax via television by two and one-half to three and one-half year olds. Unpublished doctoral dissertation, Michigan State University, East Lansing.

*Examines the effects of modeling or expansion, on two processes of language acquisition, in a television environment. This study used SESAME STREET because effective verbal communication is one of its primary objectives for young viewers.*

- Murray, M. M. (1985). A comparison of the performance on certain reading readiness skills of kindergartners who have had no formal preschool group experience with kindergartners who have had a social or academic preschool group experience (Doctoral dissertation, Boston College). Dissertation Abstracts International, 46(08), 2180A.

*Examines the effects of a child's preschool experience on reading readiness as ascertained by performance on Brigance letter sub-tests, the Wide Range Achievement Test, and the Lass Environment Word List. Subjects were 75 kindergartners from two Connecticut towns.*

- Myers, J. R. (1976). An empirical test of the relationship of social class to the differential learning of level I and level II cognitive skills (Doctoral dissertation, Northwestern University). Dissertation Abstracts International, 36(12), 6450B.

*Examines whether the achievement gap between socioeconomic groups widened or narrowed after receiving a uniform educational treatment. Data from the 1970 ETS evaluation of SESAME STREET was reanalyzed.*

- Nininger, K. C. (1981). A kindergarten readiness screening program: Measuring the total child (Doctoral dissertation, University of Virginia). Dissertation Abstracts International, 42(12), 5018A.  
*Examines strategies for assessing the readiness level of the kindergarten child within three educational domains: cognitive, psychomotor, and affective.*
- O'Connell, M. S. (1972). What is SESAME STREET doing to our language? BC Teacher, 51(7), 161-163.  
*Analyzes the language in SESAME STREET to determine the frequency with which the adults speak Standard English.*
- Owens, J. L. (1973). The effects of three intervention programs on the intellectual functioning of four-year-old black preschool children (Doctoral dissertation, University of Illinois). Dissertation Abstracts International, 33(10), 5606A.  
*Studies the effects of three intervention programs on the intellectual functioning of 132 black preschool children ranging in age from three years, five months to four years, five months. The following groups, all from inner city of St. Louis, Missouri comprised the sample: 1) A group of children in a highly structured preschool emphasizing cognitive development; 2) A group of children in a less-structured preschool emphasizing personal-social development; 3) A group of children with no formal preschool experience but with daily regular exposure to the program SESAME STREET; 4) A contrast group made up of children with no formal preschool experience and no home exposure to SESAME STREET.*
- Owens, J., & Williams, C. C. (1983, November). The effects of viewing SESAME STREET on learning styles and readiness of primary children. Paper presented at the Meeting of the Mid-South Educational Research Association, Nashville, TN.  
*Examines the relationship between learning styles and school readiness within two groups of 5- and 6-year-old primary school children. The first group was composed of 15 preschool children who watched an average of 5 hours of SESAME STREET per week. The second group consisted of 29 preschoolers who did not watch the programs. Children were tested on the Learning Styles Inventory-Primary Version (LSI-P) and the Metropolitan Readiness Test.*
- Pearson, S. R. (1978). PLAZA SESAMO and Spanish language learning. New York, NY: Children's Television Workshop. (ERIC Document Reproduction Service No. ED 155 890).  
*Assesses the effectiveness of PLAZA SESAMO, the Spanish language version of SESAME STREET produced in Latin America, upon Spanish language training for secondary school students in the United States. Subjects were 12 male Phillips Exeter Academy students in the second semester of first-year Spanish.*
- Peel, B. & Schauble, L. (1979, August). Fire education for SESAME STREET: A research study on mass media fire education for preschool children. New York, NY: Children's Television Workshop. (ERIC Document Reproduction Service No. ED 190 132).  
*Discusses the messages and approaches being implemented in current curricula for preschool children on fire safety and burn prevention.*
- Powers, D. E. (1972). A discussion of preliminary findings for the evaluation of the new approach method (NAM). The first fifty graduates. Princeton, NJ: Educational Testing Service. (ERIC Document Reproduction Service No. ED 069 436).  
*Discusses preliminary findings from an ETS study which evaluates the educational effectiveness of the New Approach Method (NAM) of early education, and compares it to the first year evaluation of SESAME STREET. Subjects were 25 males, 25 females,*

*with a median age of 56 months. Pre- and post-test instruments tested colors, concepts, shapes, numbers, letters, word reading, and attitudes toward reading-related activities.*

- Reese, H. W. (1974). Cohort, age, and imagery in children's paired-associate learning. Child Development, 45(4), 1176-1178.**

*Assesses the impact of SESAME STREET on preschooler's performance on cognitive tasks, paired-associate learning tasks, and ability to utilize imposed pictorial elaborations. Data were collected from 49 preschoolers before July 1969, prior to SESAME STREET's premiere, and after July 1970, following exposure to SESAME STREET.*

- Reeves, B. F. (1970). The first year of SESAME STREET: The formative research. Final report (Vol. II). New York, NY: Children's Television Workshop.**

*Results of formative research conducted during SESAME STREET's pre-broadcast season and during the broadcast period which focussed on the establishment of instructional goals, and assessed determinants of appeal and achievement. Six small viewing groups were observed for 14 days watching SESAME STREET to examine consistency in reactions of viewing groups to various programming elements.*

- Reiser, R. A., Tessmer, M. A., & Phelps, P. C. (1984). Adult-child interaction in children's learning from SESAME STREET. Educational Communication and Technology Journal, 32(4), 217-223.**

*See p.59 - VIEWING ENVIRONMENT.*

- Reiser, R. A., Williamson, N., & Suzuki, K. (1988). Using SESAME STREET to facilitate children's recognition of letters and numbers. Educational Communication and Technology, 36(1), 15-21.**

*See p.59 - VIEWING ENVIRONMENT.*

- Reyes-Lagunes, I. (1981). PLAZA SESAMO: An evaluation in Mexico. In W. H. Holtzman, & I. Reyes-Lagunes (Eds.), Impact of educational television on young children (Educational Studies and Documents 40), (pp. 31-33). Paris, France: UNESCO.**

*Findings from two 1974 studies evaluating the impact of the Spanish version of SESAME STREET, PLAZA SESAMO, on learning in Mexican children. The experimental design was a replication of the 1971 PLAZA SESAMO study (see Diaz-Guerrero in this section). Subjects from the first study were 221 low SES 3- to 5-year-olds in day care centers. The subject pool in the second study consisted of 1,113 socioeconomically and geographically diverse 4- to 5-year-olds.*

- Rice, M. L., Huston, A. C., Truglio, R. T., Wright, J. C. (1990). Words from SESAME STREET: Learning Vocabulary While Viewing. Developmental Psychology, 26(3), 421-428.**

*A longitudinal study of the relationship between preschool children's viewing of SESAME STREET and their vocabulary development. Variables of interest were children's vocabulary skills, gender, number of older siblings, parents' educational level, parental encouragement of SESAME STREET viewing, and positive attitudes about television. Diary records of television viewing were collected for 2 years from two cohorts of children, one group of 3-year-olds (N=160) and one group of 5-year-olds (N=166).*

- Ridha, M. J. (1978, May). IFTAH YA SIMSIM: Highlights of research findings. Paper presented at the International Conference on Adaptations of SESAME STREET, Amsterdam, Netherlands.**

*Formative research that investigates the curriculum goals of IFTAH YA SIMSIM, the Arabic version of SESAME STREET. Tested for comprehension of segments teaching various cognitive skills in 3- to 6- year-old children.*

- Ruelas, A. A. (1985). The role of preschool children's prior knowledge in the comprehension of a religious portrayal on television (Doctoral dissertation, Stanford University). Dissertation Abstracts International, 47(06), 1915A.  
*Assesses comprehension in preschoolers of the content of a religious educational program modeled on SESAME STREET, produced by the Christian Broadcasting Network.*
- Salomon, G. (1973). Effects of encouraging Israeli mothers to co-observe SESAME STREET with their 5-year-olds. Jerusalem, Israel: Hebrew University of Jerusalem. (ERIC Document Reproduction Service No. ED 086 174).  
*See p.60 - VIEWING ENVIRONMENT.*
- Salomon, G. (1974). Cognitive effects of media in interaction with learners' traits. Paper presented at the 59th Annual Meeting of the American Educational Research Association, Chicago, IL. (ERIC Document Reproduction Service No. ED 092 120).  
*Findings from two laboratory experiments and one field study in Israel examining how media stimulates the development of mental skills and abilities in 5-, 7-, and 8-year-olds.*
- Salomon, G. (1974). SESAME STREET in Israel: Its instructional and psychological effects on children. Jerusalem, Israel: Hebrew University of Jerusalem.  
*Examines the relationship between viewing time, enjoyment, comprehension, and demographic characteristics. A sample of 93 kindergartners and 224 second and third graders from mixed socioeconomic backgrounds were pre- and post-tested for cognitive skills and media literacy.*
- Salomon, G. (1976). Cognitive skill learning across cultures. Journal of Communication, 26(2), 138-144.  
*Investigates whether exposure to SESAME STREET improved particular cognitive skills and how skill improvement was related to knowledge acquisition. Subjects were 317 Israeli 5-, 7-, and 8-year-olds relatively unaccustomed to television.*
- Salomon, G. (1977). Effects of encouraging Israeli mothers to co-observe SESAME STREET with their five-year-olds. Child Development, 48(3), 1146-1151. (ERIC Document Reproduction Service No. EJ 168 301).  
*See p.60 - VIEWING ENVIRONMENT.*
- Salomon, G., Eglstein, S., Finkelstein, R., Finkelstein, I., Mintzberg, E., Malve, D., & Velner, L. (1972). Educational effects of SESAME STREET on Israeli children (brief summary). Jerusalem, Israel: Hebrew University of Jerusalem. (ERIC Document Reproduction Service No. ED 070 317).  
*Summarizes findings from a field study (n=317), controlled experiment (n=75), and clinical observation (n=36), evaluating SESAME STREET's educational effectiveness. Subjects were 5-, 7- and 8-year-olds from Jerusalem, half middle and half low SES.*
- Salzer, R. T. (1984). Early reading and giftedness--Some observations and questions. Gifted Child Quarterly, 28(2), 95-96.  
*Investigates characteristics of children who read before age 4. Interviews of more than 50 children were conducted. One area explored was SESAME STREET viewing.*
- Sandman, B. (1972). An evaluation of the use of the medium of television in the teaching of shape recognition to mentally retarded children: A quasi-experimental study. Unpublished doctoral dissertation, Ohio State University, Columbus, OH.  
*See p.34 - CHILDREN WITH DISABILITIES.*

- Sprigle, H. A. (1971).** Can poverty children live on SESAME STREET? Young Children, 26(4), 202-217.  
*Investigates SESAME STREET's method of educating disadvantaged children. Twenty-four pairs of disadvantaged kindergartners were randomly selected and divided into experimental and control groups. The experimental group was exposed to SESAME STREET and the control group was exposed to social and affective learning experiences. Used Metropolitan Readiness Test to compare the two groups.*
- Sprigle, H. A. (1972).** Who wants to live on SESAME STREET? Childhood Education, 49(3), 159-165. (ERIC Document Reproduction Service No. EJ 066 416).  
*Reports findings from studies discussed in Sprigle (1972) above. Also discusses a follow-up study that analyzed the communication pattern used on SESAME STREET to determine the degree and quality of two-way interaction between children and adults.*
- Sprigle, H. A. (1972).** Who wants to live on SESAME STREET? Young Children, 28(2), 91-109. (ERIC Document Reproduction Service No. EJ 071 399).  
*Investigates SESAME STREET's methods of educating poverty children. See Sprigle (1971) above for description of study. Discusses a second study testing the effects of exposing poverty children to different time lengths of SESAME STREET viewing.*
- Stewart, B. H. (1973).** SESAME STREET: A linguistic detour for black-language speakers. Black World, 22(10), 12-20. (ERIC Document Reproduction Service No. EJ 081 643).  
*Analyzes SESAME STREET's treatment of non-Standard black language.*
- Taylor, L. J., & Skanes, G. R. (1977).** Big Bird flies to Labrador. Integrated Education, 15(5), 15-17. (ERIC Document Reproduction Service No. EJ 170 814).  
*A field study that examines the effects of SESAME STREET on 5- to 7-year-old children living in four isolated communities on Canada's Labrador Coast. Over a 3-year period, children in grades K-2 were administered the Wechsler Preschool and Primary Scale of Intelligence, Peabody Picture Vocabulary Test, Illinois Test of Psycholinguistic Abilities, and Criterion Reference Tests to measure SESAME STREET's impact.*
- Taylor, L. J., & Skanes, G. R. (1977).** The effects of SESAME STREET in isolated communities. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY. (ERIC Document Reproduction Service No. ED 135 980).  
*See Taylor and Skanes (1977) above.*
- Thorndike, Robert L. (1977).** Causation of Binet IQ decrements. Journal of Educational Measurement, 14(3), 197-202.  
*Investigates the discrepancy in IQ shifts between 1937 and 1972 preschoolers. Preschoolers from the 1972 sample showed an IQ improvement averaging about 10 IQ points over the 1937 sample. Discusses possible explanations.*
- Tower, R. B., Singer, D. G., Singer, J. L., & Biggs, A. (1977).** Differential effects of television programming on preschoolers' cognition, imagination, and social play. Connecticut: Yale University and the University of Bridgeport. (ERIC Document Reproduction Service No. ED 153 713).  
*Investigates the effects of SESAME STREET and MISTER ROGERS' NEIGHBORHOOD on memory recall and spontaneous social play. Subjects were 58 white, middle-class nursery school children. Three viewing groups were exposed to three 1/2 hours of MISTER ROGERS' NEIGHBORHOOD, or neutral films on animals and nature over two weeks. Interactions of children's age, sex, IQ, and level of imaginativeness with the stimulus conditions were considered.*

- Tower, R. B., Singer, D. G., Singer, J. L., & Biggs, A. (1979).** Differential effects of television programming on preschoolers' cognition, imagination, and social play. American Journal of Orthopsychiatry, 49(2), 265-281.  
*See Tower, Singer, Singer, & Biggs. (1979) above.*
- Tropf, A. E. (1972).** An evaluation of the effects of SESAME STREET upon the reading achievement of deprived children who are having difficulty reading at the first, second and third school levels. Melbourne, FL: Florida Technological University.  
*Investigates the effects of SESAME STREET on the reading skills of 23 reading-deficient students from Florida United Methodist Children's Home measured by pre- and post-test scores on IQ and reading tests. Subjects individually matched by IQ scores, gender, and classroom, and divided into experimental and control groups.*
- Trout, R. B. (1971).** SESAME STREET: It's changing the school program in this district -- And probably will in yours, too. American School Board Journal, 158(10), 19-20, 24. (ERIC Document Reproduction Service No. EJ 036 654).  
*A 1970 survey of 700 kindergarten respondents in Park Ridge, Illinois, assessing the intellectual development of children entering school in that district compared to kindergartners of previous years.*
- Van Strat, G. (1975).** The reading problem in urban schools: Who has it and what has been done about it? (Doctoral dissertation, University of Massachusetts). Dissertation Abstracts International, 36(02), 855A.  
*Examines pertinent literature which seeks to explain the causes of reading failure in urban schools, and identifies ingredients of successful urban reading programs.*
- WCET-TV, C. O. (1973).** Report of television multi-channel system in Lincoln Heights elementary school progress report. Cincinnati, OH: Author. (ERIC Document Reproduction Service No. ED 084 844).  
*Examines the use of a television multi-channel system installed in an elementary school to assess the ability of television programs to improve underachievers' academic performance. A closed circuit television and videotape system was installed in the Lincoln Heights, Ohio elementary school in the fall of 1972. Kindergarten classes regularly viewed SESAME STREET while the remaining grades regularly viewed THE ELECTRIC COMPANY.*
- Wilder, G. J., Bogatz, G. A., & Ball, S. (1971).** The SESAME STREET Generation: The Year After. An Interim Report. New York, NY: Children's Television Workshop. (ERIC Reproduction Service No. ED 126 873).  
*A follow-up study on the second year of children who participated as subjects in the first year evaluation of SESAME STREET. These children were assessed by their first grade teacher one year later on school readiness, verbal ability, intelligence, coordination, attitude toward school, and relations with peers.*
- Wilder, P. G. (1980).** The moral of a story: Preschoolers' gradual comprehension of a narrative on SESAME STREET. Moral Education Forum, 5(3), 2-14.  
*This developmental study examines preschoolers' comprehension of a televised narrative. Nine children viewed a SESAME STREET story "The boy who cried monster" at regular 9 month intervals while they were between ages 2.5 and 5. At each age, attention to the story, reactions while viewing, and levels of understanding were noted.*

- Willis, E. H. (1973). SESAME STREET viewing in early childhood in relation to readiness skills and achievement as measured by standardized tests (Doctoral dissertation, University of Northern Colorado). Dissertation Abstracts International, 34(05), 2293B.  
*Examines the effects of viewing SESAME STREET on readiness and achievement test results in the first three years of school.*
- Yamamoto, T. (1976). The Japanese experience. Journal of Communication, 26(2), 136-137.  
*Traces the development of SESAME STREET in Japan. Discusses a pilot study in Tokyo which examined the extent to which 30 Japanese kindergarten children could understand the program.*
- Zillmann, D., Masland, J. L., Weaver, J. B., Lacey, L. A., Jacobs, N. E., Dow, J. H., Klein, C. A., & Banker, S. R. (1984). Effects of humorous distortions on children's learning from educational television. Journal of Educational Psychology, 76(5), 802-812.  
*Assesses the consequences of the use of distorted forms of humor for learning by integrating the humor within an educational program modeled after SESAME STREET. Exposed subjects to educational material distorted by (1) exaggerated humorous distortion, (2) ironic humorous distortion, and (3) ironic distortion that was later corrected. Subjects were 64 kindergarten, first-grade, and fourth-grade students from Bloomington, Indiana.*

### Literature Reviews

- Anastasio, E. J., & Wilder, G. Z. (1984). Is computer-based instruction ready to move into the home? Paper presented at the Conference on Computers in the Home--New Opportunities and Challenges for Education sponsored by the National Institute of Education. Washington, DC. (ERIC Document Reproduction Service No. ED 268 950).  
*Discusses the effect of the instructional use of computers at home. Compares the effectiveness of educational television and computers.*
- Anderson, D. R., & Collins, P. A. (1988). The impact on children's education: Television's influence on cognitive development (Working Paper No. 2). Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education.  
*Discusses recent scientific findings on the effects of television on comprehension, cognition, hyperactivity, imagination, achievement, and vocabulary development.*
- Asante, M. K. (1982). Television and the language socialization of black children. In G. L. Berry & C. Mitchell-Kernan (Eds.), Television and the socialization of the minority child (pp. 135-149). New York: Academic Press.  
*Evaluates research on television's influence on the language socialization of black children. Discusses research on SESAME STREET's and THE ELECTRIC COMPANY's impact on the development of reading skills.*
- Atwood, D. (1972). The influence of SESAME STREET. New York, NY: Children's Television Workshop.  
*Examines its effectiveness in preparing preschool children for kindergarten and implications for the school curriculum.*
- Austin, G., Preston, D., Stewart, W., Baldwin, E., Riggins, G., & Salyer, K. M. (1977). Some perspectives on compensatory education and inequality. Contemporary Educational Psychology, 2, 311-320.  
*Discusses compensatory education programs and how they can meaningfully affect*



*society. Presents program descriptions and evaluations of Head Start and Follow Through Planned Variation, SESAME STREET, and other programs. Highlights philosophies and techniques that could benefit public education.*

**Averch, H. A., et al. (1974). How effective is schooling? A critical review of research. Englewood Cliffs, NJ: Educational Technology Publications.**

*An analytical assessment of what is known about the determinants of educational effectiveness. The literature reviewed is representative of the body of published work from 1950 through 1973.*

**Blanton, B. (1972). Preschool and junior college reading. Reading World, 11(4), 328-337. (ERIC Document Reproduction Service No. EJ 065 587).**

*An analysis of SESAME STREET's contributions to preschool reading. Summarizes ETS evaluations.*

**Blanton, W. E. (1972). Preschool reading instruction: A literature search, evaluation, and interpretation (Final Report(2)). Bloomington: Indiana University.**

*Reviews literature on preschool reading instruction, along with suggestions and materials for teaching preschool reading. SESAME STREET's effectiveness in fostering pre-reading skills is evaluated.*

**Brzeinski, J. E., & Elledge, G. E. (1971, April). Early reading -- How not when. Paper presented at the Meeting of the International Reading Association, Atlantic City, NJ. (ERIC Document Reproduction Service No. ED 049 908).**

*Reviews research that examines whether children should be taught to read before first grade. Discusses research on SESAME STREET's impact on pre-reading skills and reading-related behaviors.*

**Comstock, G., & Paik, H. J. (1987). Television and children: A review of recent research. Syracuse, NY: ERIC Clearinghouse.**

*Reviews and consolidates the findings of over 300 independent studies on the effects of television on children. The empirical research is divided into six topics: 1) time use, 2) the viewing experience, 3) beliefs and world knowledge, 4) scholastic achievement, 5) advertising, and 6) behavior.*

**Cook, T. D., Appleton, H., Conner, R. F., Shaffer, A., Tamkin, G., Weber, S. (Eds.). (1975). SESAME STREET revisited. New York: Russell Sage Foundation. (ERIC Document Reproduction Service No. ED 112 862).**

*Evaluates the question of how much economically-disadvantaged children have learned from SESAME STREET. Critically reviews ETS evaluations.*

**Cook, T. D., & Conner, R. F. (1976). The Educational Impact. Journal of Communication, 26(2), 155-164.**

*Evaluates seven studies exploring the influence of adult encouragement and nonencouragement on children's viewing of SESAME STREET. Includes two ETS data evaluations.*

**Cornthwaite, E., Hansen, N., & Irwin, V. (1974). SESAME STREET and THE ELECTRIC COMPANY: What is their impact on teaching methods? Washington, DC: Principia College, Washington Field Project. (ERIC Document Reproduction Service No. ED 126 863).**

*Analyzes the impact of SESAME STREET and THE ELECTRIC COMPANY on teaching methods in kindergarten through the second grade.*

- Feeley, J. T. (1974). Television and reading in the seventies. Paper presented at the 19th Annual Meeting of the International Reading Association. New Orleans, LA. (ERIC Document Reproduction Service No. ED 089 258).  
*Evaluates the impact of TV on reading instruction. Also examines the success of SESAME STREET and THE ELECTRIC COMPANY in teaching reading.*
- Feeley, J. T. (1975). Television and reading in the seventies. Language Arts, 52(6), 797-801, 815.  
*See Feeley (1974) above.*
- Fowles, B. R. (1977). A child and his television set: What is the nature of the relationship? Education and Urban Society, 10, 89-102.  
*Evaluates the impact and limitations of television on children's cognitive development. Discusses findings of ETS studies.*
- Fowles, B. R., & Voyat, G. (1974). Piaget meets Big Bird: Is TV a passive teacher? Urban Review, 7(1), 69-80.  
*Analyzes the instructional techniques used on SESAME STREET and their ability to elicit cognitive activity from preschool viewers.*
- Gaziano, C. (1983). The knowledge gap: An analytical review of media effects. Communication Research, 10(4), 227-286.  
*Examines learning differences and knowledge gaps between advantaged and disadvantaged children.*
- Gibbon, S. Y., Palmer, E. L., Fowles, B. R. (1975). SESAME STREET, THE ELECTRIC COMPANY, and reading. In J. Carroll & J. Chall (Eds.), Toward a literate society (pp.215-256). New York: McGraw Hill.  
*Describes the thinking behind the televised prereading and reading instruction offered on SESAME STREET and THE ELECTRIC COMPANY to identify key issues in program design and to relate them to actual program design decisions.*
- Gunter, B. (1982). Does television interfere with reading and development? Bulletin of the British Psychological Society, 35, 232-235.  
*Reviews evidence on the negative effects of TV on reading development and examines the medium's potential as an instrument for positive attitudes toward reading and academic work.*
- Halpern, W. I. (1973). Are the terrible twos becoming more terrible? Paper presented at the 1973 Meeting of the American Association of Psychiatric Services for Children, Chicago, IL.  
*Case studies that examine the relationship between hyperactivity and exposure to television in children under 3-years old. Presents 16 case vignettes of mixed SES 2-year-olds. Discusses stimulus content of SESAME STREET.*
- Halpern, W. I. (1975). Turned-on toddlers. Journal of Communication, 25(4), 66-70.  
*Clinical observations of the relationship between hyperactivity and exposure to television in children under 3-years-old. Discusses stimulus content of SESAME STREET.*
- Hawley, W. D., Rosenholtz, S., Goodstein, H. J., & Hasselbring, T. (1984). Learning resources. Peabody Journal of Education, 61(4), 90-116.  
*Reviews literature on the educational effectiveness of instructional television and discusses the success of CTW formative research in testing the power of television as an educational tool.*

- Holtzman, W. H. (1981). A sampling of children's television in the United States. In W. H. Holtzman & I. Reyes-Lagunes (Eds.), Impact of educational television on young children, (Educational Studies and Documents 40), (pp. 28-30). Paris, France: UNESCO.  
*Examines educational children's television programs in the United States. Cites the acceptance of SESAME STREET for preschool education in 1970 as marking the beginning of a new era in educational television. Discusses ETS and PLAZA SESAMO research.*
- Holtzman, W. H., Aghi, M., & Sakamoto, T. (1981). Principles and concepts of evaluation. In W. H. Holtzman, & I. Reyes-Lagunes (Eds.), Impact of educational television on young children, (Educational Studies and Documents 40), (pp. 13-18). Paris, France: UNESCO.  
*Examines the educational evaluation process using SESAME STREET as an example. Discusses seven major steps in the evaluation of educational television. Also discusses SESAME STREET evaluations by ETS and T. D. Cook.*
- Honig, A. S. (1983). Television and young children. Young Children, 38(4), 63-76.  
*Examines the role of television in young children's lives including various aspects of child functioning in relation to television. Discusses research findings on the educational effectiveness of SESAME STREET.*
- Howitt, D. (1976). The effects of television on children. In R. Brown (Ed.), Children and television (pp. 320-342). London: Collier Macmillan.  
*Discusses the inconclusive nature of the impact of mass media on children. Evaluates studies indicating educational gains from viewing SESAME STREET.*
- Huston, A. C., Watkins, B. A., & Kunkel, D. (1989). Public policy and children's television. American Psychologist, 44(2), 424-433.  
[Annotation not available].
- Huston, A. C., & Wright, J. C. (1984). The educational impact of television forms and formats. Educational Media International, 4, 12-16.  
*Explores the potential of television for contributing to children's education and development. Includes a detailed analysis of the forms used in American children's programs.*
- Johnston, J. (1987). Teaching, learning, and media. In J. Johnston (Ed.), Electronic learning: From audiotape to videodisc (1-27). Hillsdale, NJ: Lawrence Erlbaum Associates.  
*Describes the processes of learning and teaching, and the various ways in which widely diversified types of electronic media, technology, and programming have altered or enhanced those processes.*
- Johnston, J. (1987). Video: Broadcast television and videocassettes. In J. Johnston (Ed.), Electronic learning: From audiotape to videodisc (pp. 41-55). Hillsdale, NJ: Lawrence Erlbaum Associates.  
*Reviews the evidence for instructional effectiveness of educational programming and describes the conditions under which television has been shown to be an effective instructional tool.*

- Jonassen, D. H. (1981). Learning from television: What are the limits? Peabody Journal of Education, 58(3), 242-250.  
*Reviews research on the effects of television on various types of learning. Discusses SESAME STREET's format.*
- Kaplan, M. L. (1989). Does psychology live on SESAME STREET? (Psy. D. Dissertation, Hahnemann University Graduate School!). Dissertation Abstracts International, 50, 06-B.  
*Investigates and analyzes CTW's utilization of psychological theory and research. A pattern of use was traced and documented through an examination of CTW's genesis, the philosophy and assumptions guiding its operations, the setting of the psychosocial and cognitive goals for SESAME STREET, and the translation of these goals into program design. Selectively reviews psychological and educational literature pertaining to SESAME STREET.*
- Kob, J. (1976). Lehren aus SESAMSTRASSE. Fernsehen und Bildung, 10(1/2), 115-122. (Parts in English).  
*Examines the conditions that led to the success of SESAMSTRASSE, the German version of SESAME STREET. Explores show-related reasons for SESAMSTRASSE's success, including its structure, content, and style. Evaluates the achievement of cognitive curriculum goals.*
- Kratochvil, D. W. (1971). SESAME STREET: Developed by Children's Television Workshop. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences. (ERIC Document Reproduction Service No. ED 062 026).  
*Discusses SESAME STREET's history and philosophy, and reviews ETS summative evaluations of the first year of SESAME STREET.*
- Leifer, A. D. (1976). Teaching with television and film. Seventy-fifth yearbook of the National Society for the Study of Education (pp. 302-334). Chicago, IL: National Society for the Study of Education.  
*Reviews information that examines whether teaching with television or film should be chosen over live teaching.*
- Lesser, G. S. (1984). The effects of television on children: Relevance and implications for schools. Educational Media International, 4, 29-32.  
*Discusses the educational power of television using SESAME STREET as an example of a show that teaches skills needed by young children.*
- Lesser, H. (1977). The limits of instructional television for young children: An analysis of a controversy. In H. Lesser (Ed.), Television and the preschool child (pp. 43-85). New York: Academic Press.  
*A detailed review of the controversy surrounding SESAME STREET's first year. Outlines SESAME STREET's goals and history, and reviews ETS research.*
- Liebert, R. M. (1976). Evaluating the evaluators. Journal of Communication, 26(2), 165-171.  
*Reviews Sesame Street Revisited by Cook, et al. (1975), cited above, and evaluates criticisms of SESAME STREET.*
- Liebert, R. M., Neale, J. M., & Davidson, E. S. (1973). Television's potential prosocial effects. In R. M. Liebert, J. M. Neale, & E. S. Davidson (Eds.), The early window: Effects of television on children and youth (pp. 89-110). New York: Pergamon Press.  
*See p.30 - SOCIAL AND EMOTIONAL DEVELOPMENT.*

- Liebert, R. M., & Schwartzberg, N. S. (1977). Effects of mass media. Annual Review of Psychology, 28, 141-173.  
*Reviews research, published between 1970-1975, on the nature and effects of mass media. Discusses the research designs and analyses of ETS's summative evaluations of SESAME STREET.*
- Mason, G. E., & Mize, J. M. (1978). Teaching reading with television: A review. Educational Technology, 18(10), 5-12.  
*Discusses research studies pertaining to the use of television as a means of teaching reading. Discusses the 1971 and 1972 ETS evaluation of the first and second year of SESAME STREET.*
- Mielke, K. W. (Ed.). (1971). Research reviews. Educational Broadcasting Review.  
*Reviews research as a regular feature of this journal. Reviews include The first year of SESAME STREET: An evaluation, by Ball and Bogatz (1970).*
- National Center for Educational Research and Development (DHEW/OE). Research for Progress in Education. Annual Report: Fiscal Year 1970. Washington, DC: Author. (ERIC Document Reproduction Service No. ED 059 158).  
*An annual report of the educational research and research-related activities authorized under the Cooperative Research Act for the 1970 fiscal year. Cites SESAME STREET preliminary study findings evaluating its impact on cognitive skills.*
- Neuman, S. B. (1980). The relationship between television viewing and reading behavior. Paper presented at the 25th Annual Meeting of the International Reading Association, St. Louis, MO. (ERIC Document Reproduction Service No. ED 186 860).  
*Examines the relationship between television and reading. Consideration is given to two schools of thought on the matter: one that assumes a negative relationship, hypothesizing that time previously devoted to reading has been replaced by increased television viewing, and one that assumes a positive relationship suggesting that television can stimulate reading. Discusses SESAME STREET's in light of both schools of thought and evaluates ETS studies.*
- Palmer, E. L. (1973). The deer and the duck. New York, NY: Children's Television Workshop.  
*Responds to Herbert Sprigle's criticism of SESAME STREET.*
- Palmer, E. L. (1988). Television and America's children: A crisis of neglect. New York: Oxford University Press.  
*Discusses how educational television programs can be used to supplement the education of our nation's children. Reviews research evaluating the contribution to children's cognitive development of educational programs like SESAME STREET, 3-2-1 CONTACT, and THE ELECTRIC COMPANY.*
- Palmer, E. L., & Dorr, A. (Eds.). (1980). Children and the faces of television. New York: Academic Press.  
*A collection of 21 papers introducing the reader to what television does for, to, or in collaboration with children. Integrates research studies with theoretical papers in three areas: teaching, violence, and selling.*
- Panos, N. (1981). The effects of SESAME STREET on preschool learning and behavior. South Bend: Indiana University. (ERIC Document Reproduction Service No. ED 204 005).  
*Analyzes effects of SESAME STREET on preschool children's learning and behavior. Aims to increase awareness in educators of the uses of television as an effective*

*educational tool. Includes an annotated literature review with background information on SESAME STREET's goals, objectives, format, positive impact studies, negative evaluations of SESAME STREET, and overall evaluations of summative research.*

**Pawlik, K., Kob, J., & Berghaus, M. (1981).** Educational television research in the Federal Republic of Germany. In W. H. Holtzman & I. Reyes-Lagunes (Eds.), Impact of educational television on young children (Educational Studies and Documents, 40), (pp. 34-38). Paris, France: UNESCO.

*Reviews studies on SESAMSTRASSE, the German version of SESAME STREET. Authors sought to answer three questions: Can TV be used as a preschool instrument, can it compensate for a lack of preschool education, and can realization of the program serve as a model for other efforts?*

**Pressley, M. (1977).** Imagery and children's learning: Putting the picture in developmental perspective. Review of Educational Research, 47(4), 585-622.

*Reviews studies on the effects of iconic memory on children's learning of verbal material.*

**Rice, M. L. (1984).** Television language and child language. In J. P. Murray & G. Salomon (Eds.), The future of children's television (pp. 53-58). Boys Town, NE: Boys Town.

*Analyzes the effects of linguistic and nonlinguistic features of television programming on children and how they process the information they experience when viewing.*

**Rogers, J. M. (1972).** A summary of the literature on SESAME STREET. Journal of Special Education, 6(1), 43-50. (ERIC Document Reproduction Service No. EJ 064 274)

*A report of the research literature on the first three years of SESAME STREET. Focuses on ETS evaluation studies.*

**Sakamoto, T., & Akiyama, T. (1981).** Evaluation studies on the impact of educational television upon preschool children in Japan. In W. H. Holtzman & I. Reyes-Lagunes (Eds.), Impact of educational television on young children, (Educational Studies and Documents 40), (pp. 39-42). Paris, France: UNESCO.

*Reviews evaluation studies on the educational impact of television programs for preschoolers including SESAME STREET in Japan.*

**Salomon, G. (1976).** A cognitive approach to media. Educational Technology, 16(5), 25-28.

*Describes the cognitive processes through which ITV facilitates the acquisition of knowledge and the mastery of skills.*

**Salomon, G. (1979).** Interaction of media, cognition, and learning. An exploration of how symbolic forms cultivate mental skills and affect knowledge acquisition. San Francisco, CA: Jossey-Bass.

*[Annotation not available].*

**Salomon, G. (1979).** Shape, not only content: How media symbols partake in the development of abilities. In E. Wartella (Ed.), Children communicating: Media and development of thought, speech, understanding (pp. 53-82). Beverly Hills, CA: Sage.

*Focusses on the cognitive skill-cultivating effects of instructional technology, particularly film and television.*

**Searcy, E., & Chapman, J. E. (1972).** The status of research in children's television. Washington, DC: Interagency Panel on Early Childhood Research and Development.

*Presents major findings on all areas of children and television including entertainment and ETV/ITV. Discusses ETS's first and second year summative research on SESAME STREET.*

- Singer, J. L., & Singer, D. G. (1983). Implications of childhood television viewing for cognition, imagination, and emotion. In J. Bryant & D. R. Anderson (Eds.), Children's understanding of television (pp. 265-295). New York: Academic Press.  
*A critical review of research on the effects of television viewing on children's cognitive growth and affective behavior. Evaluates the effectiveness of SESAME STREET's format.*
- Tierney, J. D. (1980). The evolution of televised reading instruction. Journal of Communication, 30(1), 181-185.  
*Reports studies on the use of television to teach reading. Discusses the effectiveness of the CTW approach to program development and research implications for program development.*
- Tregoning, J. (1986). The effects of television on children. Foundation for child and youth studies selected papers number 47. Kensington, Australia: Foundation for Child and Youth Studies.  
*Discusses television's impact on children's cognitive development. Also focuses on television in relation to learning covering topics such as television and violence, advertising, and educational television.*
- Watkins, B. A., Huston-Stein, A., & Wright, J. C. (1980). Effects of planned television programming. In E. L. Palmer & A. Dorr (Eds.), Children and the faces of television (pp. 49-69). New York: Academic Press.  
*Essay in four parts examining the effects of educational programming. Parts 1 and 2 examine effects of planned programming on cognitive skills and prosocial behavior. Part 3 explores processes by which children learn from television. Part 4 discusses the features of television programs and children's environments that enhance or detract from the effectiveness of educational programming.*
- Williams, T. M. (1981). How and what do children learn from television? Human Communication Research, 7(2), 180-192.  
*A review and synthesis of research and theory dealing with processes of children's learning from TV. Examines how and what children learn and at what ages TV is a more or less powerful teacher.*
- Wittrock, M. C., & Lumsdaine, A. A. (1977). Instructional psychology. Annual Review of Psychology, 28, 417-459.  
*Reviews research studies from 1973-75 on teaching and learning with emphasis on cognitive processes which have implications for changing teaching and instruction.*

## SOCIAL AND EMOTIONAL DEVELOPMENT

*This category lists research papers evaluating the effectiveness of SESAME STREET in fostering social and emotional development.*

### Empirical Studies

Argenta, D., Stoneman, Z., & Brody, G. H. (1986). The effects of three different television programs on young children's peer interactions and toy play. Journal of Applied Developmental Psychology, 7(4), 355-371.

*Investigates the impact of different television programming on the social interactions and toy play of preschool children. Same-sex pairs of young children were observed during three types of television programs: cartoons, Sesame Street, and situation comedies.*

Bankart, C. P., & Anderson, C. C. (1979). Short-term effects of prosocial television viewing on play of preschool boys and girls. Psychological Reports, 44, 935-941.

*This field observational study assesses the impact of prosocial TV on the free play of preschool children. Twenty-two subjects aged 3.5 to 5.5 viewed segments of SESAME STREET and THE LITTLE RASCALS.*

Charlton, M., Haugg, R., Carston, U., Hermann, B. (1975). The consequence of scenes about social learning from the TV series SESAME STREET on the content of children's imagination and play behavior. Zeitschrift Fur Sozialpsychologie, 6 (4), 348-359.

*Studies the influence of 45 film sequences from the German version of SESAME STREET on the content of children's imagination and on their behavior during play.*

Children's Television Workshop. (1974). Reviews of in-house research on SESAME STREET target children's attention to four categories of affect segments. New York, NY: Author. (ERIC Document Reproduction Service No. ED 122 824).

*Summarizes analyses of in-house data on SESAME STREET target children's attention in four categories of affect segments (cooperation, anger, fear, and pride). Used attention scores derived from a series of formative research studies using the group observation and distractor methodologies.*

Coates, B., & Pusser, H. E. (1975). Positive reinforcement and punishment in SESAME STREET and MISTER ROGERS' NEIGHBORHOOD. Journal of Broadcasting, 19(2), 141-151.

*Examines positive reinforcement and punishment modelled on both SESAME STREET and MISTER ROGERS' NEIGHBORHOOD. Ten hours of each show were coded. Reports the frequency of occurrence of positive reinforcement and punishment as given by adult, child, and fantasy characters.*

Coates, B., Pusser, H. E., & Goodman, I. (1976). The influence of SESAME STREET and MISTER ROGERS' NEIGHBORHOOD on children's social behavior in the preschool. Child Development, 47(1), 138-144. (ERIC Document Reproduction Service No. EJ 141 646).

*This observational study assesses the influence of SESAME STREET and MISTER ROGERS' NEIGHBORHOOD on the social behavior of twenty-six children, ages 3 to 8. Children's behavior was observed before, during, and after one week of exposure to each of the programs, to measure the frequency of their giving reinforcement and punishment to other children and adults.*



- Cobb, N. J., Stevens-Long, J., & Goldstein, S. (1982). The influence of televised models on toy preference in children. Sex Roles, 8(10), 1075-1080. (ERIC Document Reproduction Service No. EJ 272 118).  
*Examines the impact of modeling on the toy preferences of thirty-six 4- to 6-year-olds. Subjects viewed sex-neutral SESAME STREET segments and sex-biased segments where two Muppets discuss the sex-appropriateness of a set of toys. Subjects were then observed at play with test toys.*
- Forge, K. L. S., & Phemister, S. (1982). Effects of prosocial cartoons on preschool children. San Diego, CA: San Diego State University. (ERIC Document Reproduction Service No. ED 262 905).  
*A field study that examines whether viewing a prosocial cartoon would be as effective as viewing a live-model prosocial program in inducing prosocial behavior in preschool children. Forty 3- to 5-year-olds were shown videotapes of a neutral cartoon and live-model program and were then observed at 30 minutes of free play.*
- Glaubergerman, N. R. (1980). The influence of positive TV portrayals on children's behavior and attitude toward the physically disabled (Doctoral dissertation, Columbia University Teachers College). Dissertation Abstracts International, 41(04), 1386A.  
*Examines the short-term effects of TV programming on attitudinal and behavioral measures of non-physically disabled children toward the physically disabled. Experimental subjects viewed SESAME STREET segments positively portraying physically disabled youngsters. Control subjects viewed SESAME STREET segments without the portrayals. Subjects were 40 first-graders from a New York private school.*
- Goldberg, M. E., & Gorn, G. J. (1974). Television's impact: Changing children's attitudes in a prosocial direction. Montreal, Canada: McGill University, Behavioral Science - Marketing Research Unit. (ERIC Document Reproduction Service No. ED 119 818).  
*Studies the effect of television on racial and cultural attitudes of English-speaking Canadian preschool children using a series of inserts into SESAME STREET programs depicting children of other races in ethnic and integrated settings.*
- Goldberg, M. E., & Gorn, G. J. (1979). Television's impact on preferences for non-white playmates: Canadian SESAME STREET inserts. Journal of Broadcasting, 23(1), 27-32.  
*Replicates and extends the 1976 study (see Gorn, 1976 below) which revealed that 3- to 5-year-olds preferred nonwhite playmates after viewing Canadian produced SESAME STREET inserts containing nonwhite children. Investigates whether exposure effects in initial study would be maintained over time and whether playmate preferences for televised nonwhites would generalize to non-televised nonwhites. Subjects were 167 white, upper middle class, English Canadian children, ages 3 to 5.*
- Gorn, G. J., Goldberg, M. E., & Kanungo, R. N. (1976). The role of educational television in changing the intergroup attitudes of children. Child Development, 47(1), 277-280. (ERIC Document Reproduction Service No. EJ 141 667).  
*Examines SESAME STREET's impact on preschool children's attitudes toward other races. A sample of 205 3- to 5-year-old white nursery preschoolers were tested on their playmate preferences after watching Canadian-produced SESAME STREET inserts containing nonwhite children.*
- Hirschon, S., McDonald, L., Smith, C., & Whittemore, S. (1970). Interim report 4: SESAME STREET evaluation project. Monmouth, OR: Teaching Research.  
*Studies observed behavioral responses in situations from SESAME STREET segments designed to test cooperation in children. Subjects were 16 children who were observed in situations where they were required to draw, play with toys, and solve puzzles.*